DOCUMENT RESUME

ED 426 193 CE 077 616

TITLE	Communication I--Oral. New Paradigm for Effective Workforce Skills.
INSTITUTION	Saint Louis Community Coll., MO. Workplace Literacy Services Center.
SPONS AGENCY	Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE	1995-00-00
NOTE	26p.
CONTRACT	V198A0247-96A
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Adult Basic Education; Check Lists; *Communication Skills; Community Colleges; *Criticism; *Education Work Relationship; Learning Activities; Partnerships in Education; Questionnaires; Self Evaluation (Individuals); Skill Development; *Speech Communication; Two Year Colleges; *Work Environment; *Workplace Literacy

ABSTRACT

This document contains the student handouts and learning activities of an introductory course in oral communications that was developed by a community college for workers at a St. Louis (Missouri) chemical company. The following items are among those included: ice breaker activity; checklist for self-assessment of ability to handle criticism; activity on types of criticisms and reactions to them; tool for learning to receive criticism; exercise on identifying three ways to respond to criticism (fogging, admitting, requesting feedback); case studies illustrating the stages of handling criticism (awareness, assessment, action); handouts on the difficulties of giving constructive criticism and the benefits of criticism; rules for assertive describe-acknowledge-specify-reaffirm scripts; action-planning exercise; test assessing knowledge about listening; handout on the elements of listening; listening styles profile interpretation guide; listening preference cues and clues; activity on accommodating other listening styles; and exercise on nonverbal communication. (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 426 193

St. Louis Community College

Communication I - Oral

Sigma Chemical Company
St. Louis, MO

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

CE 077 616

NEW PARADIGM for EFFECTIVE WORKFORCE SKILLS

BEST COPY AVAILABLE

Copyright © 1995 by Workplace Literacy Services Center, Community Development Division, St. Louis Community College.

The contents of this publication were developed under a grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

Table of Contents

Communication I - Oral

Ice Breaker ---------- 1

Notes ---------- 2

Self-Assessment in Handling Criticism ---------- 3

Types of Criticism/Your Reactions ---------- 4

Receiving Criticism Tool ---------- 5

Three Ways to Respond to Criticism ---------- 6

Case Studies: Handling Criticism ---------- 7

Notes ---------- 8

Why Is Giving Constructive Criticism So Difficult? ---------- 9

Benefits of Criticism ---------- 10

Rules for Assertive DASR Scripts ---------- 11

Case Study ---------- 12

Your Action Plan Steps ---------- 13-14

Test Your Knowledge About Listening ---------- 15

What Is Listening? ---------- 16

Listening Styles Profile Interpretation Guide ---------- 17-18

Listening Preference Cues and Clues ---------- 19

Accommodating Other Listening Styles ---------- 20

Nonverbals ---------- 21

Activity

Ice Breaker

Can you connect all the dots with only four straight lines without lifting your pencil?

How does this activity relate to communication?

Activity

Notes

Activity

Self-Assessment in Handling Criticism

Place a "plus" (+) by those situations you handle appropriately, a "zero" (0) by those you avoid handling, and a "minus" (-) by those you handle but not well.

- ☐ In a department meeting, you make an important statement that everyone ignores.
- ☐ Your boss criticizes your job performance.
- ☐ Your spouse criticizes your appearance.
- ☐ You hear from a colleague that your boss is upset about a comment you made in yesterday's staff meeting.
- ☐ Someone criticizes you for something you know you didn't do.
- ☐ A colleague makes an off-handed negative comment about a project of which you are in charge.
- ☐ Things haven't been going well for you lately, you are feeling "down," and your office mate criticizes you for your "bad attitude."
- ☐ A manager from another department sends you a memo outlining his/her criticism of your latest idea.
- ☐ You are criticized in a gender-related manner, i.e., "That's just like a female."
- ☐ You complete an assignment to the best of your ability and are told you could have done a better job.
- ☐ You apply for a new job and are turned down.
- ☐ A customer on the phone starts yelling at you for something for which you are not responsible.

Source: *Giving and Receiving Criticism*, p16.

Key Term

Types of Criticism

- ***Valid criticism:*** Did you deserve it; is it justified?
- ***Invalid criticism:*** Has the other person real expectations here; is it unjustified?
- ***Vague:*** Is this criticism or just a difference in opinion?

Your Reactions

- **Stage 1:** ***Awareness,*** fight or flight?
- **Stage 2:** ***Assessment,*** how was this criticism delivered?
- **Stage 3**: ***Action***, how will you deal with this?

Key Term

Receiving Criticism Tool

F	A	R
Fogging	Admitting	Requesting

Fogging is a response that avoids conflict and is especially useful when criticism is unclear or unjustified. *Fogging* does not admit to fault and doesn't blame, either.

Examples: "You may have a point …"

"I'll have to think about that …"

"You might be right about that …"

Admitting means taking responsibility for something you truly did or said.

Examples: "You're right, I am late."

"That's true. I did handle that badly."

Requesting means asking for specific suggestions. This technique works especially well after admitting.

Examples: "What can I do that will make you less angry?"

"How could I have handled this better?"

Activity

Three Ways to Respond to Criticism

Fogging	Admitting	Requesting feedback
Notes	*Notes*	*Notes*

Activity

Case Studies: Handling Criticism

Here are several situations for you in which to practice your skills in handling criticism. Keep in mind the **three stages of (1) Awareness, (2) Assessment and (3) Action** and which technique is appropriate before you practice your responses.

1. Your manager wants to pull you off a project you have been working on for two months and give it to another person in your department. You think you have been doing a good job and want to complete the project. How will you approach your manager, and what will you say since she/he has not criticized your work directly?

2. A co-worker makes a derogatory comment about your work. What will be your response?

3. At your last performance appraisal, your boss told you that you could be doing a "better job." You want to ask her to be more specific, knowing that she/he does not like to be put on the spot. How will you do this?

4. Your best friend at work says that your attitude needs improvement when you feel you are doing the best job possible. How do you respond without appearing to be defensive?

5. Your spouse complains to you that you just don't help out around the house like you did when you were first married and that she/he is tired of doing the work. How will you address this issue and turn a potentially negative situation into a problem-solving opportunity?

Source: *Giving and Receiving Criticism*, p29.

Activity

Notes

Activity

Why Is Giving Constructive Criticism So Difficult?

Do any of these apply to you?

- ☐ I'm so angry that I'd better not say anything right now.
- ☐ I'll get my point across in a joke or a sarcastic remark.
- ☐ It's going to take so much time that I might as well ignore it this time.
- ☐ If I give my boss some kind of criticism, it will come back to haunt me.
- ☐ Why should I have to say anything at all, he/she should know better.

Key Term

Benefits of Criticism

- solves minor problems before they grow into crisis
- encourages both critic and party criticized to learn and grow
- permits people to stop playing games of guessing at each other's expectations
- improves interpersonal relationships
- promotes honesty and trust
- provides feedback that can improve job performance, and professional development

Key Term

	Rules for Assertive DASR Scripts*	
	Do	***Don't***
Describe	⇨ Describe the other person's behavior objectively. ⇨ Use concrete terms. ⇨ Describe a specified time, place, and action. ⇨ Describe the action, not the "motive."	⇨ Describe your emotional reaction to it. ⇨ Use abstract, vague terms. ⇨ Generalize for all time. ⇨ Guess motives or goals.
Acknowledge	⇨ Acknowledge your feelings. ⇨ Express them calmly. ⇨ State feelings positively as related to goal. ⇨ Direct yourself to the specific, problem behavior.	⇨ Deny your feelings. ⇨ Unleash emotional outbursts. ⇨ State feelings negatively, making put-down or attack. ⇨ Attack the entire character of the person.
Specify	⇨ Ask for change in behavior. ⇨ Request a small change. ⇨ Specify the concrete actions you want stopped or performed. ⇨ Specify (if appropriate) what behavior you are willing to change to make the agreement.	⇨ Merely imply you'd like a change. ⇨ Ask for too large or too many changes. ⇨ Ask for changes in traits or qualities. ⇨ Consider that only the other must change.
Reaffirm	⇨ Reaffirm the other's ability to make the change. ⇨ End on a positive note.	⇨ Tell them your doubts as to their ability to change. ⇨ Send them away concentrating on how you handled the criticism versus what they did wrong.

* *Bower/Bower, Asserting Yourself,* © 1976, Addison-Wesley Publishing Co., Inc., Reading, MA. Table 1, page 100. Reprinted with permission of the publisher.

Activity

Case Study

You have worked at Acme Corporation for ten years. In the last department meeting that you attended, your supervisor told your group that productivity numbers were down and that one perceived reason for this was the amount of socializing going on. You have observed people trying to cut down on their personal calls and "visiting time" after this meeting. Overall, you think most people in the department are aware of the need to keep productivity results at a good level and most people try to do a good job.

Leslie has worked in the department for four years. She is well-liked by most people since she seems to be a very caring person. Leslie is always the first to suggest a pot-luck lunch or start a card or collection for someone. Lately she has begun to sell candies as fund-raisers for her nephews and nieces. She also is considering selling Avon as a way to make a little extra money. Leslie seems to like you and many times asks your advice on work and personal matters. Your supervisor tells you that Leslie is really going to be in trouble unless she spends more time on the job.

So you need to talk to Leslie. What is your approach?

Activity

Your Action Plan Steps

State the Issue

1. ***Describe*** the issue specifically

2. ***Acknowledge*** the feelings

3. ***Specify*** what you want

4. ***Reaffirm*** the other's ability to make a change

Your Action Plan Steps

State the Issue

1. ***Describe*** the issue specifically

2. ***Acknowledge*** the feelings

3. ***Specify*** what you want

4. ***Reaffirm*** the other's ability to make a change

Activity

Test Your Knowledge About Listening

Read the following statements and check *True* or *False* beside each one.

True	*False*	
☐	☐	1. Listening involves more than your ears.
☐	☐	2. When we pay particular attention, we listen effectively.
☐	☐	3. Your posture affects your listening.
☐	☐	4. If you can't remember something, it's because you were not really listening.
☐	☐	5. Good listeners never interrupt.
☐	☐	6. Listening is a passive activity.
☐	☐	7. You can control most listening distractions.
☐	☐	8. Hearing is the same as listening.
☐	☐	9. People who get the facts right are always good listeners.
☐	☐	10. You can listen well and do other things at the same time.

Adapted from: *The Business of Listening,* Crisp Publications,1994

Key Term

What Is Listening?

Listening is the *"receiving"* part of communication.

Listening is:

- *Receiving*
  information through your ears (and eyes.)
- *Giving*
  meaning to that information.
- *Deciding*
  what you think and feel about that information.
- *Responding*
  to what you hear.

Listening Styles Profile Interpretation Guide

Highlight all statements that are true about you.

Preference Characteristics

P = People-Oriented Listeners

Positive Characteristics	*Negative Characteristics*
• Care and are concerned for others	• Are overinvolved with feelings of others
• Are nonjudgmental	• Avoid seeing faults in others
• Provide clear verbal and nonverbal feedback signals	• Internalize/Adopt emotional states of others
• Identify emotional states of others	• Are intrusive with others
• Are interested in building relationships	• Are overly expressive when giving feedback
• Notice others' moods quickly	• Are nondiscriminating in building relationships

A = Action-Oriented Listeners

Positive Characteristics	*Negative Characteristics*
• Get to the point quickly	• Tend to be impatient with rambling speakers
• Give clear feedback concerning expectations	• Jump ahead and reach conclusions quickly
• Concentrate on understanding the task at hand	• Jump ahead or finish thoughts of speakers
• Help others focus on what is important	• Get distracted easily by unorganized speakers
• Encourage others to be organized and concise	• Ask blunt questions
• Identify inconsistencies in messages	• Appear overly critical
	• Minimize relational issues and concerns

Adapted from Kittie W. Watson and Larry L. Barker, *Listening Styles Profile*, Pfeiffer & Co.

Listening Styles Profile Interpretation Guide (Continued)

Highlight all statements that are true about you.

Preference Characteristics

C = Content-Oriented Listeners

Positive Characteristics	*Negative Characteristics*
• Value technical information • Test for clarity and understanding • Encourage others to provide support for their ideas • Welcome complex and challenging information • Look at all sides of an issue	• Are overly detail oriented • May intimidate others by asking pointed questions • Minimize the value of nontechnical information • Discount information from nonexperts • Take a long time to make decisions

T = Time-Oriented Listeners

Positive Characteristics	*Negative Characteristics*
• Manage and save time • Let others know listening-time requirements • Set time guidelines for meetings and conversations • Discourage wordy speakers • Give cues to others when time is being wasted	• Tend to be impatient with time wasters • Interrupt others • Let time affect their ability to concentrate • Rush speakers by frequently looking at watches/clocks • Limit creativity in others by imposing time pressure

Adapted from Kittie W. Watson and Larry L. Barker, *Listening Styles Profile*, Pfeiffer & Co.

Key Term

Listening Preference Cues and Clues

There are two types of cues that participants can use to help them determine an individual's listening preference: office/environmental and personal. The following characteristics are clues that they can look for when assessing an individual's listening preference:

	Office/Environmental Cues	Personal Cues
People	• Personal pictures on walls • Personal objects in room or on desk • Some clutter on desk	• Makes/Holds eye contact • Varies vocal inflection • Smiles/Nods frequently • May touch others during conversation
Action	• Objects and furniture symmetrically arranged • Certificates and work-related pictures on walls • Clean desk • Desk organizers, organized bookshelve	• Has brisk, firm handshake • Wants a neat appearance • Has/Wants cellular phone • Speaks at rapid rate • Shows signs of disinterest such as doodling, tapping fingers, and shifting in seat
Content	• Research/Reference books near desk • Computer on at all times	• Shows serious facial expressions • Uses challenging or combative vocal tones • Looks up frequently when processing information
Time	• Has one or more clocks observable from behind desk • Has secretary call and remind him or her about appointments	• Looks at watch often • Rushes visitors • Displays impatient facial expressions • Uses beepers and other signals to indicate time

Adapted from *Listening Styles Profile*, Kittie W. Watson & Larry L. Barker

Activity

Accommodating Other Listening Styles

People Oriented	•
Action Oriented	•
Content Oriented	•
Time Oriented	•

Key Term

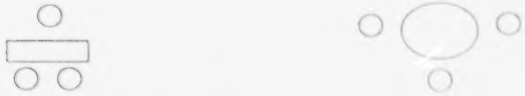
Nonverbals

Body	*Tone*	*Words*
what our bodies do when we speak	how we say something	what we speak

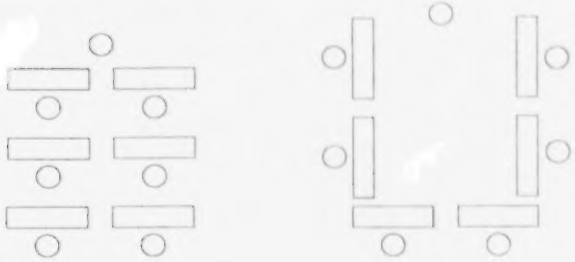
These are the three most important aspects of communication. If we were going to divide them into percentages equaling 100, how would you rank them?

How Physical Arrangement Affects Our Listening

A. *Office Arrangements*



B. *School Arrangements*



C. *Home Arrangements*

St. Louis Community College
Cosand Center
300 South Broadway
St. Louis, MO 63102–2810

Workplace Literacy Services Center
Community Development Division
St. Louis Community College
5600 Oakland Avenue, G-311
St. Louis, MO 63110–1393
(314) 644-9603

St. Louis Community College makes every effort to accommodate individuals with disabilities. If you have accommodation needs please call the campus contact person at least two working days prior to the scheduled event. Documentation of disability may be required. Advance requests give the college time to ensure that accommodations and an ample supply of adaptive materials are available.

Notice of Non-Discrimination

St. Louis Community College is committed to non-discrimination and equal opportunities in its admissions, educational programs, activities and employment regardless of race, color, creed, religion, sex, sexual orientation, national origin, ancestry, age, disability or status as a disabled or Vietnam-era veteran and shall take action necessary to ensure non-discrimination.

For information contact:

Gail Rucker
Community Development Division
Cosand Center
300 South Broadway
St. Louis, MO 63102-2810
539-5214
539-5399 (TDD)